Unit 4: Learning Copied from: AP Psychology, Copied on: 02/21/22

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Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

AP Psychology, Grades 11-12

Learning

Belleville Board of Education

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Unit Overview

In this unit, students will integrate knowledge about physiological processes and psychological concepts from Units 2 and 3 within the context of learning processes.

Students will learn the following:

- An Introduction to Learning and how it relates to behavior
- Classical Conditioning
- Operant Conditioning
- Social and Cognitive Factors in Learning

Enduring Understanding

- Some psychologists focus their study on how humans and other animals learn and how some experiences can lead to changes in behavior and mental processes.
- Because the process of learning requires both physiological and psychological processes to work together, the two preceding units provide the foundation for this unit.
- Many psychologists who study learning focus on observable behaviors and how those behaviors can be changed or reinforced.
- Some learning psychologists study how the individual's observations of other peoples' behaviors influence changes in that individual's mental processes and resulting behaviors.

Essential Questions

- How do we learn?
- How do our experiences influence our behaviors and mental processes?

Exit Skills

By the end of Unit 4, the student should be able to:

- Identify and analyze the major learning theories and the experiments that were conducted to refine these theories.
- Understand the use of research methods and design to reinforce the importance of valid and reliable research methods.
- Examine case studies as a research method.
- Develop and move from the understanding of the major theories to the research that was conducted to refine them and then to the data analysis involved in explaining the psychological phenomena.
- Explain behavior in authentic context as it relates to classical Conditioning, operant Conditioning, and the social and cognitive factors in learning.

New Jersey Student Learning Standards (NJSLS-S)

SOC.9-12.1	Concept Understanding
SOC.9-12.1.B	Explain behavior in authentic context.
SOC.9-12.4	Learning
SOC.9-12.4.1	Introduction to Learning
SOC.9-12.4.A	Identify the contributions of key researchers in the psychology of learning.

SOC.9-12.4.B	Interpret graphs that exhibit the results of learning experiments.
SOC.9-12.4.C	Describe the essential characteristics of insight learning, latent learning, and social learning.
SOC.9-12.4.D	Apply learning principles to explain emotional learning, taste aversion, superstitious behavior, and learned helplessness.
SOC.9-12.4.E	Provide examples of how biological constraints create learning predispositions.
SOC.9-12.4.2	Classical Conditioning
SOC.9-12.4.F	Describe basic classical conditioning phenomena.
SOC.9-12.4.G	Distinguish general differences between principles of classical conditioning, operant conditioning, and observational learning.
SOC.9-12.4.3	Operant Conditioning
SOC.9-12.4.H	Predict the effects of operant conditioning.
SOC.9-12.4.I	Predict how practice, schedules of reinforcement, other aspects of reinforcement, and motivation will influence quality of learning.
SOC.9-12.4.4	Social and Cognitive Factors in Learning
SOC.9-12.4.J	Suggest how behavior modification, biofeedback, coping strategies, and self-control can be used to address behavioral problems.

Interdisciplinary Connections

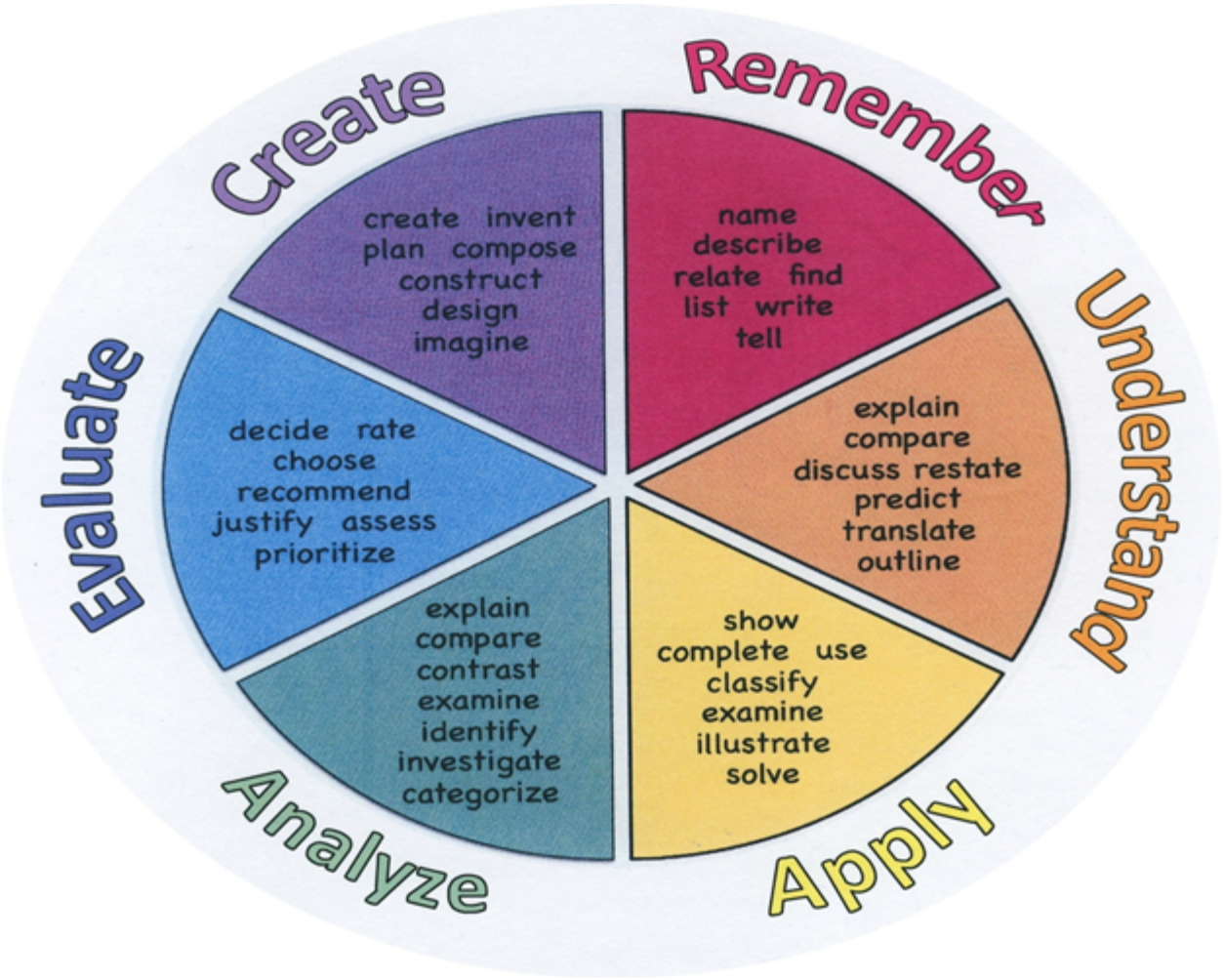
LA.RH.11-12.3	Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
LA.RH.11-12.6	Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
LA.RH.11-12.9	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
LA.RH.11-12.10	By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.
LA.WHST.11-12.1	Write arguments focused on discipline-specific content.
LA.WHST.11-12.1.C	Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LA.WHST.11-12.2.C	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
LA.WHST.11-12.6	Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.
LA.WHST.11-12.9	Draw evidence from informational texts to support analysis, reflection, and research.
LA.WHST.11-12.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Learning Objectives

- Identify the contributions of key researchers in the psychology of learning (Examples: Albert Bandura, Ivan Pavlov, Robert Rescorla, B. F. Skinner, Edward Thorndike, Edward Tolman, John B. Watson, John Garcia).
- Interpret graphs that exhibit the results of learning experiments.
- Describe the essential characteristics of insight learning, latent learning, and social learning.
- Apply learning principles to explain emotional learning, taste aversion, superstitious behavior, and learned helplessness.
- Provide examples of how biological constraints create learning predispositions.
- Describe basic classical conditioning phenomena (Examples: Acquisition, Extinction, Spontaneous recovery, Generalization, Stimulus discrimination, Higher-order learning, Unconditioned stimulus, Unconditioned response, Neutral/conditioned stimulus, Conditioned response).
- Distinguish general differences between principles of classical conditioning, operant conditioning, and observational learning, such as contingencies.
- Predict the effects of operant conditioning (Examples: Positive reinforcement, Negative reinforcement, Positive punishment, Negative punishment).
- Predict how practice, schedules of reinforcement, other aspects of reinforcement, and motivation will influence quality of learning.
- Suggest how behavior modification, biofeedback, coping strategies, and self-control can be used to address behavioral problems.

Action Verbs: Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy.

Remember	Understand	Apply	Analyze	Evaluate	Create
Choose	Classify	Choose	Categorize	Appraise	Combine
Describe	Defend	Dramatize	Classify	Judge	Compose
Define	Demonstrate	Explain	Compare	Criticize	Construct
Label	Distinguish	Generalize	Differentiate	Defend	Design
List	Explain	Judge	Distinguish	Compare	Develop
Locate	Express	Organize	Identify	Assess	Formulate
Match	Extend	Paint	Infer	Conclude	Hypothesize
Memorize	Give Examples	Prepare	Point out	Contrast	Invent
Name	Illustrate	Produce	Select	Critique	Make
Omit	Indicate	Select	Subdivide	Determine	Originate
Recite	Interrelate	Show	Survey	Grade	Organize
Select	Interpret	Sketch	Arrange	Justify	Plan
State	Infer	Solve	Breakdown	Measure	Produce
Count	Match	Use	Combine	Rank	Role Play
Draw	Paraphrase	Add	Detect	Rate	Drive
Outline	Represent	Calculate	Diagram	Support	Devise
Point	Restate	Change	Discriminate	Test	Generate
Quote	Rewrite	Classify	Illustrate		Integrate
Recall	Select	Complete	Outline		Prescribe
Recognize	Show	Compute	Point out		Propose
Repeat	Summarize	Discover	Separate		Reconstruct
Reproduce	Tell	Divide			Revise
	Translate	Examine			Rewrite
	Associate	Graph			Transform
	Compute	Interpolate			
	Convert	Manipulate			
	Discuss	Modify			
	Estimate	Operate			
	Extrapolate	Subtract			
	Generalize				
	Predict				



Suggested Activities & Best Practices

- Misconception Check: For example, provide students with a list of behaviors and ask them to write down which behaviors are examples of learning. Provide a mini-lecture on learning, including the definition and the different types of learning. At the end of the lesson, read the list of behaviors again and ask students to identify which behaviors are examples of learning. Compare answers from the beginning of class and clarify misconceptions.
- Ask the Expert (or Students as Experts): For example, have students create their own (appropriate) skit to demonstrate their understanding of classical conditioning. Required elements include neutral stimulus, unconditioned stimulus, unconditioned response, conditioned stimulus, and conditioned response. Students can perform their skits live in class or record them and upload them to YouTube.
- Construct an Argument: For example, provide students with a list of scenarios that include examples of classical and operant conditioning. Have students identify the type of learning (classical or operant). If it is classical, have them identify the UCS, UCR, NS, CS, and CR. If it is operant, have them determine if the scenario is punishment or reinforcement (positive or negative).
- Index Card Summaries/Questions: For example, have students read articles with research findings on bonobos, who are closely related to humans and exhibit the capacity to share with members of their troop. Then have them develop research questions that could be asked based on findings in the articles. These questions should be relevant to the field of social and cognitive development and related to learning.
- Read case studies and psychological experiments related to Unit 4 (For example: "The Little Albert Experiment"; "Apprenticeship in Thinking") and respond to related writing tasks using a personal response journal.
- Conduct experiments related to Unit 4 (For example: "Learning to Dance" Quick Lab; "Reinforcement and Discouragement" Experiment) and analyze the results using a personal response journal.
- Create cartoons or other illustrations based on human behavior/psychology topics discussed in Unit 4.
- Student or teacher created rubrics for each project.

- Building a portfolio throughout the course; contains experiments and independent projects.
- Complete study guides for Assessment on "Learning".
- Use Commonlit.org to reinforce standardized tests strategies.
- Create a chart that demonstrates example the the 3 types of learning: classical, operant, and cognitive.
- Play a popular board game with several classmates. Pair up with 1 person in the group to develop a strategy for playing the game. After discussing the factors involved in playing/winning, give examples of the problem-solving techniques used.
- Practice Quizzes (Multiple Choice Questions)
- Personal Progress Check 4 (Multiple-choice Questions; Free-response Questions)

Assessment Evidence - Checking for Understanding (CFU)

- Unit Test on Learning-summative assessement
- Experiment on Reinforcement and Discouragement-alternate assessment
- Construct an Argument on Classical and Operant Conditioning-formative assessment
- Personal Progress Check 4-self-assessment

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light

- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

Primary Resources & Materials

Pearson Psychology AP Edition (Fourth Edition) by Saundra K. Ciccarelli & J. Noland White:

- *Student Edition Textbook*
- *Teacher Edition & Resources (online)*
- *Ebook with interactive component (MyPsychLab)*

Ancillary Resources

- *HMH Psychology Text Set: Ebook and Textbook* (Readings: Case Study, Current Research in Psychology, Cultural Diversity in Psychology, Psychology in Today's World, Careers in Psychology; Statistically Speaking; Lab Experiments: Quick Labs, Labs, Experiments, Simulations)
- *Psychology Principles in Practice* Power Point Presentations
- *Psychology* Student Edition by Educational Impressions
- *Psychology* Teacher Supplement by Educational Impressions
- *Famous Psychology Experiments* (Social Studies School Service)
- *Great Thinkers in Psychology* (Social Studies School Service)

Technology Infusion

- *MyPsychLab/*HMH online/Youtube videos: "Learning and Visualization"; "The Basics I: Classical Conditioning: An Involuntary Response: Pavlov's Experiment"
- *MyPsychLab* Simulation "Learning"
- Use of Google Classroom/Slides for Presentation on Unit 4

Alignment to 21st Century Skills & Technology

CRP.K-12.CRP3.1	Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CAEP.9.2.12.C.4	Analyze how economic conditions and societal changes influence employment trends and future education.
TECH.8.1.12.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
TECH.8.1.12.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.
TECH.8.1.12.C.CS4	Contribute to project teams to produce original works or solve problems.

21st Century Skills/Interdisciplinary Themes

The **21st Century/Interdisciplinary Themes** that will be incorporated into this unit include:

- Communication and Collaboration
- Information Literacy
- Media Literacy
- ICT(Information, Communications and Technology) Literacy
- Life and Career Skills

- Creativity and Innovation
- Critical Thinking and Problem Solving

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21st Century Skills

The **21st Century Skills** that will be incorporated into this unit include:

- Global Awareness
- Civic Literacy

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

Differentiation

- Preview vocabulary for the textbook section "It Makes Your Mouth Water: Classical Conditioning".
- Small group instruction for guided notes on "Learning".
- Small group assignment for "The Little Albert Experiment" case study reading.
- Study guides for "Learning" Assessments.
- Use Index Card Summaries/Questions to do research on bonobos (in pairs)

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction

- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities

- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

Special Education Learning (IEP's & 504's)

- Provide a copy of teacher's notes for Unit 4.
- Decrease the number of slides for Unit 4 student presentation.
- Modify Experiments/Labs for Unit 4.
- Provide modifications as dictated in the student's IEP/504 plan.

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments

- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

- Provide a copy of teacher's notes for Unit 4.
- Decrease the number of slides for Unit 4 student presentation.
- Modify Experiments/Labs for Unit 4.

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

At Risk

- Allow the use of notecards on the Unit Test on "Learning".
- Decrease the number of slides for the Unit 4 student presentation.
- Modify Labs/Experiments for Unit 4.

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing

- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Talented and Gifted Learning (T&G)

- Project-based learning for in-depth research on Unit 4 topics.
- Use research to construct an argument on classical and/or operant conditioning.
- Used advanced problem solving skills to complete a "quick lab" on learning to dance.

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

Sample Lesson